

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13PA9

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Name of Principal: Mr. Jeffrey Jackson

Official School Name: Laurel Point Elementary School

School Mailing Address: 1141 Airport Road
Vandergrift, PA 15690-6017

County: Westmoreland State School Code Number*: 107654403

Telephone: (724) 568-2552 E-mail: jjackson@wiu.k12.pa.us

Fax: (724) 727-2966 Web site/URL:
[https://www.edline.net/pages/Laurel Point Elementary School](https://www.edline.net/pages/Laurel_Point_Elementary_School)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. John Meighan Superintendent e-mail: jmeighan@wiu.k12.pa.us

District Name: Kiski School District District Phone: (724) 845-2022

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Keith Blayden

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district 6 Elementary schools (includes K-8)
1 Middle/Junior high schools
1 High schools
0 K-12 schools
8 Total schools in district
2. District per-pupil expenditure: 6889

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural
4. Number of years the principal has been in her/his position at this school: 8
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	11	10	21
1	15	7	22
2	16	10	26
3	16	6	22
4	7	11	18
5	13	11	24
6	11	12	23
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total in Applying School:			156

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
3 % Black or African American
2 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
95 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 5%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	3
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	7
(4)	Total number of students in the school as of October 1, 2011	144
(5)	Total transferred students in row (3) divided by total students in row (4).	0.05
(6)	Amount in row (5) multiplied by 100.	5

8. Percent of English Language Learners in the school: 0%
Total number of ELL students in the school: 0
Number of non-English languages represented: 0
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 40%

Total number of students who qualify: 62

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>7</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>6</u>	<u>0</u>
Paraprofessionals	<u>0</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>5</u>	<u>0</u>
Total number	<u>19</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	98%	97%	95%	98%	96%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size: _____

Enrolled in a 4-year college or university _____%

Enrolled in a community college _____%

Enrolled in vocational training _____%

Found employment _____%

Military service _____%

Other _____%

Total _____**0%**

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

Laurel Point Elementary School, a flourishing branch of Kiski Area School District, not only upholds the district's mission pledging it will "provide quality educational experiences, preparing students to be responsible, productive, accountable, and successful citizens", but adheres to its vision statement declaring "our focus is the students and our vision is excellence."

This vision rings especially true at Laurel Point where our teachers maintain high standards for academic, physical, and social performance coupled with a commitment to ensure success in the development of the "whole" child.

Located among the rolling foothills of southwestern Pennsylvania's Appalachian Plateau, the school is concealed inconspicuously among the farmland and surrounding community of Parks Township, Armstrong County, just off a rural highway along which is posted an obscure sign: Village of Dime. It is here that our eclectic team of individuals proudly acknowledges that, literally, it takes "a village" to raise a child.

The LP family has traditionally chosen to "focus on what we have rather than what we have not." As a result, this unassuming, yet dynamic home-school kinship has been the backbone of all triumphs, and therein lays the not-so-secret ingredients of our "family recipe" for success: a dash of devoted educators, a splash of supportive parents, a sprinkle of eager children. This precedent rests on the belief that "solid connections between the parts strengthen the entire body" and in turn provides the framework needed to activate the cognitive and creative growth of our students.

According to the 2000 census, the community's racial makeup included approximately 95% White, 3% African American, and 2% other races, and per capita income was \$13,818. Approximately 12.6% of families and 15.1% of the population were below the poverty line, including 19.9% of those under age 18.

In spite of discouraging statistics that suggest being at risk for low academic achievement as a result of disadvantaged backgrounds, we have been able to thrive on a long-established pattern of consistency. Five of our seven classroom teachers are senior faculty members in the school district. Of those, four have been teaching at LP and serving its community for over 20 years. Instructors who have joined the ranks in more recent years have provided a seamless compliment to the veteran team with their energy and enthusiasm.

Through the years, our esteemed group has adhered to the philosophy that all children are learners and have embraced this belief with one resounding conviction: "If you can't learn the way we teach, we will teach the way you can learn." Our professional resolve is allied with a wisdom that has been harvested over time and understands that the hearts of children must be flooded with love and trust prior to flooding their minds with lures for learning. We recognize that each individual possesses a unique composite of abilities and talents, and we are but the springboard designed to propel individuals toward a destiny greater than they could have imagined prior to their experience at LP. Our on-going challenge is to lead students to develop the realization that a lifetime of ever-changing needs and desires can be satiated by becoming life-long learners. True to the nature of our student-centered profession, we are living testimonies to the adage "It is better to give than to receive." What we are able to provide for our students is magnified through their successes along life's journey.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

The current performance levels for Laurel Point Elementary School standardized assessments are included via the Pennsylvania State Mandated Assessments (PSSA's). All third, fourth, fifth and sixth grade students scored 100% in all math related PSSA assessment areas. Laurel Point's language arts and reading third grade scores were 87.6%, the fourth grade scores were 100%, fifth grade scores were 82%, and sixth grade scores were 90%. Our fourth grade science PSSA results were at 100%, and our fifth grade writing results were also at 100%. The Pennsylvania State Assessments measure our students' results in eleven areas. Of those eleven areas, Laurel Point has scored 100% in seven of them. The only level of performance considered to be acceptable for Laurel Point Elementary School is 100%. While we are quite proud of our history at high achieving success, we are not at 100% in all eleven testing categories. Laurel Point prides itself with extremely high expectations in all areas of academia, and if we are not at 100% we do not consider ourselves successful. We set very high standards for our students, our families, and ourselves. These high standards provide a framework for our future generations of successful learners that will enter our hallways for the upcoming school year.

Analyzing the data has provided Laurel Point with the knowledge that our students are continuing to grow and learn. One interesting trend we have found comes from our philosophy of "looping." Looping can be described as a team teaching approach that affords the teachers the luxury of teaching two core groups of students over an extended period of time.

Analyzing data from our looped classes is proving that our looped students are further along academically than that of the more traditional students in our other schools throughout the district. Because of this success our district will be "looping" in grades three, four, five and six! This is just another example of why Laurel Point is at the forefront of education throughout the district and state and hopefully deserving of such a distinguished award such as the National Blue Ribbon.

2. Using Assessment Results:

Laurel Point uses a number of different assessment tools and data in order to improve student and school performance. Student achievement data is analyzed from PSSA scores, DIBELS, DAZE, Fountas & Pinnell Benchmark assessments, student grades, and Study Island data. The administrator and teachers utilize the <http://onhandschools.com> website in order to gain an understanding of each of their student's academic strengths and needs for improvement, as well as their background demographics.

DIBELS, DAZE, Fountas & Pinnell, and Study Island Benchmark data is analyzed and used to help improve student instruction and learning. Students are grouped based on their guided reading level and they work in small groups with the teacher to help differentiate instruction to best meet individual student needs. Students can be challenged or remediated in these reading groups. Information is also provided to parents after analyzing the data to help make the connection between home and school consistent. Parents are given reading lists based on their child's guided reading level. This is provided so that parents can provide books at home that will not frustrate or bore their child, but continue to keep them interested and excited in reading.

This data, as well as the PSSA data, is used to create "Hot Lists". A "Hot List" is a list that teachers make to target students that need more remediation in math, reading, or other academic areas. Goals are created for each student, individual plans are created by teachers, and remediation takes place to help each student feel successful. The goals are updated and changed throughout the year depending on the need. Students can be added to the list or removed from the list depending on their academic success.

Study Island has been used in the district since 2006. The topics are aligned with the PSSA standards and mimic questions that are similar to ones on the PSSA assessments. The teacher uses the lesson that is provided to introduce each topic. Students then answer a few questions in a whole group setting. Then students log onto Study Island and complete a series of questions independently. The teacher is able to analyze this data and create small groups of students that show a need for improvement. The skill can be reviewed and explained again, assessed, and the teacher can be sure that the concept is understood and mastered. The students also take four benchmark tests throughout the year. The benchmark tests assess student understanding on all Pennsylvania Standards in reading and math. Students that perform a basic or below basic on the benchmark assessments are placed on the “Hot List” immediately, and monitored closely. These benchmark assessments are also reviewed during parent/teacher conferences and sent home in the report the cards. Strategies are discussed with parents on how to best help their child at home master the skills. Students are also able to practice at home by logging onto Study Island. This allows parents to get a clear understanding of what is expected on the PSSA assessments and to help their child go through the reading passages or math problems at home. Parents have been very pleased with being able to access this website at home for additional practice and explanation of concepts in math and reading.

DIBELS and DAZE data is also used to help target students that need to build reading fluency and comprehension. After the assessments are administered and analyzed, students who need remediation are placed in a strategic or intensive group. Teachers work with these students weekly by administering running records, Read Naturally, and asking students to summarize the passages they read. Each time a student reads a passage, the time minus the errors is recorded and a bar graph is created. Students and teachers conference about the gains or words that were misread each time a running record is administered. Students enjoy setting individual goals, and learn the importance of fluency and comprehension.

By the use of many various assessment tools, teachers are able to best meet the needs of each student in their classroom. Conferences are held between the teacher and student to go over Study Island Benchmark results, reading fluency, and guided reading levels. Parents are a huge component to the success of the Laurel Point students; therefore we believe that informing the parents of the assessment data is imperative. Conferences are held in November with parents where all of their child’s assessment data is shared. Strategies, websites, and support are all provided to parents. There is an understanding throughout the school that teachers, parents, administrators, and students are all working together as a team with the end result being a successful student that loves to learn.

3. Sharing Lessons Learned:

At Laurel Point, our motto is “You deserve what you earn”. We have worked hard to earn the recognition, status, scores, and reputation we uphold. The teachers of Laurel Point have been asked to present best practices, strategies, and use of technology at in-services, board meetings, and conferences. These ideas have been shared with administrators, teachers, and schools across our district, county, and state. The realm of our training goes beyond the walls of our district which allows us to bring in innovative ideas and share our expertise with others. Laurel Point teachers have presented their use of Smartboard® technologies with focus on Smart Response® hand-held clickers to the Kiski Area School Board. This enabled the board to make a connection to the tools provided to teachers and how they are used in the classroom for student success. Teachers have researched BrainPop®, an online, curriculum-based content that supports educators and engages students - in school, at home, and on mobile devices. The use and benefit of this resource was shared with the teachers throughout the building, and then presented for purchase for the 2012-2013 school year.

In recognition of the academic achievement, the Pennsylvania Department of Education, Division of Federal Programs, named Laurel Point as a Distinguished Title I School in the 2012-13 school year. Teachers were selected to present at the “Champions for Children” conference held in January 2013, at Station Square in Pittsburgh, PA. Laurel Point was awarded recognition for overall math scores for the

2011-2012 school year, and was previously selected for their overall reading scores for the 2010-2011 school year. In fact, for ten consecutive years, state assessment scores have averaged between 95-100% with prior Title I recognitions. The purpose of this conference was to help schools to learn specific strategies that could help them improve the achievement of their students and meet the targets of the PA Accountability System. For the conference, Laurel Point teachers worked together to create a presentation that was titled “Achieving Success Through Relationships and Relevance”. During the presentation, they shared the vision for developing positive relations, making lessons relevant to each student’s outside world and effectively communicating with families. Session activities included a musical performance and sample lessons using BrainPop®, Smart Response®, YouTube® and Study Island®.

Laurel Point has been featured in the Pittsburgh Business Times, The Valley News Dispatch, and the Tribune Review emphasizing our success and strategies.

4. Engaging Families and Communities:

The strategies that Laurel Point found to be the most successful in working with family and community members for student success and school improvement are two-fold. Laurel Point is focused on two philosophies; high expectations and fostering life-long relationships. While any successful school must have high expectations to be successful, what makes Laurel Point stand out is that we meet with our families to review our expectations and we in turn set goals for the family with their child being the primary focus. This in turn provides our staff to foster relationships that go beyond the classroom. Our entire faculty and staff have gone out of their way on numerous occasions to show our families and students that we care about them as a person, not just a test score. We feel it is equally important to see our students play a ball-game or attend a recital as it is to master academia as well. Our philosophy of maintaining healthy, happy life-long relationships with our families has produced outstanding results that go along with Kiski Area School Districts mission of preparing students to be responsible, productive, accountable and successful citizens.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

As Kiski Area School District continues the process of transitioning from the former state standards to the newly adopted Common Core, the elementary curriculum has adapted accordingly to continue addressing diverse learners in each content area. All subject areas base instruction minimally on current standards, but strive to raise the bar as opportunity presents itself.

Our Language Arts program synthesizes Reading, Writing, Spelling, and Language under the expertise of instructors who are currently utilizing Journeys, a Houghton Mifflin-Harcourt series that is aligned with the Common Core standards and incorporates a balanced literacy approach to engage in explicit instruction of foundational skills that ensure mastery. Guided reading books leveled by literacy expert Irene Fountas augment comprehension skills and strategies from the core lessons to support students at their individual instructional levels. The exemplar texts used in both whole group and small group offer rich, high-quality literature using a variety of genres to spark conversations that encourage fluent oral expression and critical thinking. The Journeys series has a significant portion of nonfiction text which complements the Social Studies, Science, and Technology curricula.

All students engage in grade-appropriate writing experiences that are natural extensions of daily lessons in core subjects. Portfolios are maintained at each grade level to foster personalized intervention strategies based on teacher feedback. Students refer to previous writings to reflect on strengths and weaknesses and strive for self-improvement. Teachers peruse daily journals and portfolios to ensure we are continuing to assist students in becoming accomplished writers of narrative, persuasive, informational, and research pieces that demonstrate awareness of task, purpose, and are adept at responding accurately and appropriately to a prompt.

The Harcourt Math series used throughout the district addresses standards related to numbers, operations, geometry, measurement, algebraic concepts, data analysis and probability. In addition, teachers supplement with a plethora of materials and methods. The needs of our students are met through a multitude of strategies and resources including 5th/6th grade looping, departmentalization, hands-on manipulatives, and content based assessments that drive instruction.

The Science and Social Studies curriculum are correlated to the Pennsylvania science, environment, and ecology standards. Social Studies uses Harcourt Brace and Pennsylvania Pride text book while the PA HSP Science has been successful in its application. This series provides grade-appropriate kits designed to allow students the opportunity to be actively engaged in the scientific testing of a hypothesis and additional hands-on lab experiences. Leveled readers aligned with each Science topic allow for differentiation among students.

All students are active in art, physical education, music, and technology instruction for 40 minutes per week. Grade 5/6 students also have the opportunity to participate in band/orchestra lessons with their instrument of choice. Integration of these subjects into daily lessons is achieved as classroom teachers and specialists assist one another in implementing cross-curriculum lessons throughout the week.

Our district encourages teachers to utilize the Standards Aligned System portal to remain current with the best materials, practices and interventions. To assist the Laurel Point teachers with instruction, each classroom has an interactive whiteboard along with a set of individual smart response remote controls. Furthermore, the school is equipped with a computer lab as well as a laptop cart for classroom use.

To ensure that the curriculum is up-to-date and keeping pace with the changing needs of our students, the teachers are required to participate in a four year curriculum cycle. This cycle allows teachers to not only

have a hand in creating the curriculum, but reviewing and revitalizing it to ensure our students are prepared to be successful in our ever-changing world.

2. Reading/English:

Recently, Kiski Area School District has mapped the curriculum for content areas. Our reading curriculum has been reviewed, analyzed, and formatted into a map for all elementary teachers. The maps are aligned with the Pennsylvania Academic Standards and Common Core Standards. Our reading/language arts program focuses on balanced literacy. Our reading curriculum focuses on the major components necessary for students to be successful readers. The current series teachers, K-6, use is Journeys® by Houghton Mifflin Harcourt. This Common Core and Academic Standards aligned language arts/reading series, focuses on organization, instruction, and differentiation. Selected by a team of teachers and administrators who analyzed various reading series, it teaches phonics, grammar skills, reading and comprehension strategies, and writing forms and skills. Journeys® has an online component, THINK Central®, which permits students to access their reading textbook and other reading resources at home.

Journeys® series contains a focus wall for teachers to use as a blueprint for weekly reading/language arts instruction. The teachers' manuals are designed for whole and small group instruction. A component called "Grab-and-Go" allows for teachers' quick access to resources. The differentiated instruction elements, Intervention Kits and English Language Learner, ensure that every child can be a successful reader. Journeys® engages students with vocabulary instruction and adventure units using various genres of texts and guided reading.

The guided reading component enables teachers to conduct small group instruction based on the students' individual levels. This support follows the format by Fountas and Pinnell. Kiski Area School District and Laurel Point Elementary use Title 1 reading intervention, taught by a reading specialist for the needs of students below grade level.

At Laurel Point, the reading specialist uses a supplemental reading program called Level Literacy Intervention (LLI). Students participate in small group instruction with a reading specialist who provides instruction using the literacy program, LLI. Children are instructed with this program daily for thirty minutes at their reading level.

Early Reading Intervention is a program reading specialists use to meet the needs of Kindergarten students performing below grade level. It provides explicit instruction everyday for thirty minutes. Instruction consists of one to one correspondence, letter sound relationships, rhyming, and sight words.

All components of our reading series are part of our reading/language arts curriculum. Combining these elements enables a teacher to meet the needs of all students to enhance reading skills at any level.

3. Mathematics:

The goal at Laurel Point Elementary School is to provide a standards-based instruction, with differentiated lessons, to meet the needs of all our students. The success of our students has been met through a multitude of strategies and resources. Strategies include 5th/6th grade looping, subject departmentalization, hands on manipulatives, and content based assessments.

Harcourt® Math is the core, standards-based math program utilized in all elementary schools throughout the district. In addition, teachers supplement with a variety of materials and methods to meet the needs of their classroom. Teachers incorporate resources like Calendar Math, Rocket Math, Problem of the Day, and word problems related to real-life experiences. Writing is incorporated into math through PSSA style math prompts where students focus on modeling, solving, and explaining the mathematical steps they

used to solve a problem. Technology is an integral part of enhancing our students learning. The various technology components the teachers use to supplement instruction include, but not limited to, Smartboard®, Smart Notebook®, Smart Response®, BrainPop®, BrainPop Jr.®, Study Island®, Edline®, Wikispaces®, Discovery Education®, and YouTube®. Teachers use these resources to introduce, teach, review, and remediate lessons in the classroom in an interactive way to engage our students on all levels. We measure on-going improvements through data driven programs like Iowa Test of Basic Skills, PSSAs and the use of Study Island®. Students were given a benchmark two to three times a year in grades 3-6. Teachers are able to quickly evaluate areas of need on a student/whole-class level. Items tested could be linked back to a particular eligible content on which would be the focus for remediation. As the students progress through the year, we were able to see their projected scores increase as skills were taught. For ten consecutive years, state assessment scores for our school has averaged between 95-100% proficient or advanced.

4. Additional Curriculum Area:

Physical Education/Health and Nutrition:

The Physical Education setting in our building is one of an exciting, positive, fun, challenging, and educational place where students look forward to participating and learning new things. We present a wide range of activities throughout the year that will teach principles that will help promote lifelong health and wellness. We accomplish this by incorporating a variety of activities into the curriculum including traditional sports, skill development, life-long activities, fitness and health. All students are given the opportunity to be involved in activities, which expand and educate the mind, as well as, the body. Our physical education/health and nutrition program present material in a manner where students will have an opportunity to experience success at their own level. In our program we try to make the physical education experience as rewarding for our students as possible. In addition to the physical development of our students, we strive to teach aspects of education such as teamwork, trust, cooperation, communication, cognitive development, social skills, and character development. We have incorporated different clubs into our physical education program that will challenge and educate the students mind and body. Some of these clubs. Some of these clubs are Sit and Reach Club, Run Club, Pull-up Club, Jumping Jack Club, and Hula Hoop Club. Students are also encouraged to participate in activities at home through monthly fitness calendars. We feel that through our physical education program students will learn basic movement skills and knowledge, which in turn encourages them to be active and healthy. Our physical education program also employs the same vocabulary terms in math and English/language arts lessons to support academic goals targeting the growth and development of the “whole” child.

5. Instructional Methods:

Laurel Point differentiates instruction through a variety of methods to meet the educational needs of each student kindergarten through sixth grade. Our school currently does not have any special education or gifted students enrolled. Student needs are met at all levels from below grade level to at or above grade level.

To ensure high levels of student instruction our teachers use a variety of teaching methods and styles to reach every student’s learning potential. Our teachers at every grade level employ a lot of small group instruction to meet the needs of their students. One of the tools that all our teachers use is Study Island®. It helps drive our instruction using a series of benchmarks that helps guide the teacher to develop better individual instruction for every student.

BrainPop® is used in every classroom at Laurel Point. BrainPop® uses video instruction in a cartoon-like format that makes the learning a lot more fun for each student. It covers each subject area and grade level. With computers in all our classrooms, students have easy access to BrainPop® on an individualized basis as well as whole group instruction. BrainPop® has been a welcomed tool to help supplement our instruction.

Discovery Education® is also used at our school. Like BrainPop®, the videos cover a wide range of topics for all grade levels and content areas. It is a perfect supplement to many of our science and social studies lessons. Adding a visual has enhanced student understanding reach its maximum potential in the classroom.

Music has played a very important role in student achievement at Laurel Point. From funny, silly songs used to learn their ABC's or counting numbers, to songs written by students about the water cycle or a figurative language rap explaining alliteration. Many of our teachers use music as a way to bring more interest to their lessons, which in turn has made for more student involvement.

Looping has been used with our fifth and sixth grade students for the past ten years and we have seen a significant amount of growth in achievement in regards to the state test scores.

Technology is just one tool that is used by our teachers. It is the caring and willingness to go the extra mile with our students that really drives our instruction and makes learning achievable at all instructional levels.

6. Professional Development:

Great teachers help create great students. Laurel Point educators believe that an inspiring and informed teacher is the most important school-related factor influencing student achievement. It is critical for teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. Our staff members have been given the time and support to accomplish the primary goal of the school: continuously improving the quality of our instruction.

Although our school only has one class of each grade, teachers are granted time within the master schedule to collaborate with the previous grades as well as the future grades. This allows teachers to see what standards need to be reviewed and covered, as well as different perspectives from other extraordinary teachers. During this time, teachers also have the opportunity to make sure all instruction is aligned to the correct academic standard outlined by the state. This time is also spent collecting, reviewing and analyzing student data which is obtained from multiple sources. This allows our staff to create instruction that supports the growth of all of our students.

Teachers at Laurel Point believe it is one of their main goals to create life-long learners, as well as continuing to be a life-long learner themselves. Some of the staff development in which our teachers have participated in includes implementation of technology in the classroom, ELMO®, Smart Board® and Smart Response® training, Wiki Spaces®, On Hands Schools®, Creating and Mapping Curriculum®, Study Island®, BrainPop®, Edline® and many more technological tools. The teachers also have been trained in Kiski Cares (Bully Prevention Program), Take 10®, Kids Write®, Writing Initiative®, ESAP training, Balanced Literacy®, Read Naturally®, and many more.

Our district encourages teachers to attend multiple types of professional development programs by collaborating with our local county intermediate unit. Westmoreland Intermediate Unit offers our teachers many opportunities to attend different types of in house and online professional development seminars. The principal encourages teachers to utilize and share information gained from these seminars with the rest of the staff, during monthly faculty meetings.

7. School Leadership:

Laurel Point's philosophy has always been to "lead by example." We use one very simple word - respect, to drive our philosophy home. If you have respect for your fellow teachers and staff and command the

respect of your students, then your school will thrive as a place where learning can reach its fullest potential.

The building also has a head teacher who at times has to play a dual role as teacher/principal. The principal is in charge of two schools and many times is called away to address problems at his other building. The head teacher then assumes the role as principal and can and has handled some discipline problems, bussing issues, and parental concerns as well as staff meetings and concerns.

Monthly staff meetings are held to address any academic or social needs of the students. Our third, fourth, fifth, and sixth grade teachers get together and discuss which students will benefit from a more one-to-one type of learning environment and how to address each student's needs in regards to mathematics and reading. These meetings have had a huge impact on our success and have helped us reach AYP year after year.

Recently, school safety has become a big topic of concern and we have held not only staff meetings, but meetings with parents on issues of safety concerns. Our belief is, "If our students don't feel safe, then learning cannot take place."

Both the principal and head teacher work hand-in-hand to make Laurel Point the best it can be. With a strong focus on a safe learning environment, a staff that works and communicates well with one another, and a respect that is not only given to them, but the respect that is shown to every person that walks through the door at Laurel Point Elementary School.

A strong leadership has paved the way to a greater, more positive learning and social experience at our school because of the positive work ethic developed and led by our principal and head teacher.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: PSSA

Edition/Publication Year: PSSA/2008-20012 Publisher: Pennsylvania Dept. Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	100	96	100	100	100
Advanced	53	65	69	67	47
Number of students tested	15	23	16	18	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	90	Masked	Masked	Masked
Advanced	Masked	70	Masked	Masked	Masked
Number of students tested	6	10	6	4	6
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0		0	0	0
Advanced	0		0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: PSSA READING

Edition/Publication Year: PSSA/2008-20012 Publisher: Pennsylvania Dept. Ed.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	88	97	100	84	95
Advanced	53	52	44	61	38
Number of students tested	15	23	16	18	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	90	Masked	Masked	Masked
Advanced	Masked	60	Masked	Masked	Masked
Number of students tested	6	10	6	4	6
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	100	100	89	100	100
Advanced	83	82	72	91	84
Number of students tested	24	17	18	21	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	6	8	5	9
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. PA

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	100	94	89	95	90
Advanced	71	59	78	52	68
Number of students tested	24	17	18	21	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	9	6	8	5	9
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	94	85	100	94	89
Advanced	65	55	96	61	79
Number of students tested	18	20	22	18	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	7	5
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	82	75	95	78	79
Advanced	53	25	55	39	32
Number of students tested	18	20	22	18	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	Masked	Masked	Masked	Masked	Masked
Advanced	Masked	Masked	Masked	Masked	Masked
Number of students tested	5	6	8	7	5
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced		0	0	0	0
Advanced		0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 6

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	100	100	94	94	100
Advanced	85	88	72	71	68
Number of students tested	20	25	18	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	100	Masked	Masked	Masked	Masked
Advanced	73	Masked	Masked	Masked	Masked
Number of students tested	11	8	7	5	4
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 6

Test: PSSA

Edition/Publication Year: PSSA/2008-2012 Publisher: Pennsylvania Dept. Ed

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient Advanced	90	92	95	88	95
Advanced	70	68	67	77	63
Number of students tested	20	25	18	17	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient Advanced	91	Masked	Masked	Masked	Masked
Advanced	64	Masked	Masked	Masked	Masked
Number of students tested	11	8	7	5	4
2. African American Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
3. Hispanic or Latino Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
4. Special Education Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
5. English Language Learner Students					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
6.					
Proficient Advanced	0	0	0	0	0
Advanced	0	0	0	0	0
Number of students tested					
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					

13PA9